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A COMPARATIVE STUDY OF AGGRESSION AMONG HINDU AND MUSLIM COLLEGE STUDENTS

SANDIP KUMAR N. PATEL
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**A Comparative Study of Aggression among Hindu and
Muslim College Students**

Sandip Kumar N. Patel, Dr. M. G. Mansuri

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ABSTRACT

The aim of present thesis is to study the aggression, insecurity and personality traits among the Hindu - Muslim girls and boys students of arts and science colleges. To do so, we have used the aggression-test given Dr. Buzz and Peri (1961), the insecurity test given by Dr. Beena Shah and R.B.Cattle16 PF personality traits test. Information was collected by data collection through the questionnaires. The data was analysed by F-test. The standard deviation of mean was calculated to determine whether the aggression, insecurity and personality traits differ or not among the Hindu - Muslim girls and boys students of arts and science colleges. The result is there is the significant difference observed between the mean of aggression among the Hindu and Muslim community students.

Keywords: *Hindu – Muslim, Boys – Girls, Sciences – arts Colleges, Aggression*

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INTRODUCTION

General Introduction

Man has started many efforts to understand his inner as well as outer environment in surrounding with origin of mankind. He has initiated many activities to pass the daytime. Man is best and well developed among all organism today because of these constructive activities and his brain only. Man passed from different state of his life and he plays different – different role according to surrounding environmental conditions. He tries to get peace by playing these roles. Man takes education in today's developing world to get good job and to settle economically in his life. Man, in his student life (teen-age), try to get education in different educational institute to construct his career. People preferred to get admission in well developed and well known schools and colleges for better education. Mostly these types of colleges are situated in urban area rather than in rural area. Student feels stress in the new environment of schools or colleges due to economical as well as social differences in students and professors. He also feels insecurity because of the uncertainty of job placement.

Aforementioned psychological factors are studied here with respect to Hindu and Muslim communities, Arts and Sciences college students, girls and boys. Girls and boys face many psychological problems during their college life and they develop Insecurity and aggression consequently. The personality traits of Hindu and Muslim communities are also studied to get better understanding about their mentalities.

In this study, we extensively investigate three psychological terms Aggression, Insecurity and Personality traits of Hindu and Muslim communities, Arts and Sciences college students, girls and boys.

Present study included following three 'Definitions'

AGGRESSION

What is Aggression?

'The phenomenon in which one harms other to get joy' - "The psychology of Aggression **buss (1961)**". Aggression, in its broadest sense, is behavior, or a disposition, that is forceful, hostile or attacking. It may occur either in retaliation or without provocation. In narrower definitions that are used in social sciences and behavioral sciences, aggression is an intention to cause harm or

an act intended to increase relative social dominance. Predatory or defensive behavior between members of different species may not be considered aggression in the same sense. Aggression can take a variety of forms and can be physical or be communicated verbally or non-verbally. Aggression differs from what is commonly called assertiveness, although the terms are often used interchangeably among laypeople, e.g. an aggressive salesperson

Types of Aggression

Two broad categories of aggression are commonly distinguished. One includes affective (emotional) and hostile or retaliatory aggression, and the other includes instrumental, goal-oriented or predatory aggression. Data on violence from a range of disciplines lend some support to a distinction between affective and predatory aggression. However, some researchers question the usefulness of a hostile vs instrumental distinction in humans, despite its ubiquity in research, because most real-life cases involve mixed motives and interacting causes.

A number of classifications and dimensions of aggression have been suggested. These depend on such things as whether the aggression is verbal or physical; whether or not it involves relational aggression such as covert bullying and social manipulation; whether harm to others is intended or not; whether it is carried out actively or expressed passively; and whether the aggression is aimed directly or indirectly. Classification may also encompass aggression-related emotions (e.g. anger) and mental states (e.g. impulsivity, hostility). Aggression may occur in response to non-social as well as social factors, and can have a close relationship with stress coping style. Aggression may be displayed in order to intimidate.

The operative definition of aggression may be affected by moral or political views. Examples are the axiomatic moral view called the non-aggression principle and the political rules governing the behavior of one country toward another. Likewise in competitive sports, or in the workplace, some forms of aggression may be sanctioned and others not.

Interaction and Evolution of animals with respect to Aggression

Ethologists study aggression as it relates to the interaction and evolution of animals in natural settings. In such settings aggression can involve bodily contact such as biting, hitting or pushing, but most conflicts are settled by threat displays and intimidating thrusts that cause no physical harm. This form of aggression may include the display of body size, antlers, claws or teeth;

stereotyped signals including facial expressions; vocalizations such as bird song; the release of chemicals; and changes in coloration. The term agonistic behaviour is sometimes used to refer to these forms of behavior.

Most ethnologists believe that aggression confers biological advantages. Aggression may help an animal secure territory, including resources such as food and water. Aggression between males often occurs to secure mating opportunities, and results in selection of the healthier/more vigorous animal. Aggression may also occur for self-protection or to protect offspring. Aggression between groups of animals may also confer advantage; for example, hostile behavior may force a population of animals into a new territory, where the need to adapt to a new environment may lead to an increase in genetic flexibility.

Aggression between Groups

The most apparent type of inter specific aggression is that observed in the interaction between a predator and its prey. However, according to many researchers, predation is not aggression. A cat does not hiss or arch its back when pursuing a rat, and the active areas in its hypothalamus resemble those that reflect hunger rather than those that reflect aggression. However, others refer to this behavior as predatory aggression, and point out cases that resemble hostile behavior, such as mouse-killing by rats. In aggressive mimicry a predator has the appearance of a harmless organism or object attractive to the prey; when the prey approaches, the predator attacks.

An animal defending against a predator may engage in either "fight or flight" in response to predator attack or threat of attack, depending on its estimate of the predator's strength relative to its own. Alternative defenses include a range of ant predator adaptations, including alarm signals.

Aggression between groups is determined partly by willingness to fight, which depends on a number of factors including numerical advantage, distance from home territories, how often the groups encounter each other, competitive abilities, differences in body size, and whose territory is being invaded. Also, an individual is more likely to become aggressive if other aggressive group members are nearby. One particular phenomenon – the formation of coordinated coalitions that raid neighboring territories to kill nonspecific's – has only been documented in two species in the animal kingdom: 'common and humans.

Evolutionary aspect of Aggression

Like many behaviors, aggression can be examined in terms of its ability to help an animal survive and reproduce, or alternatively to risk survival and reproduction. This cost-benefit analysis can be looked at in terms of evolution. There are profound differences in the extent of acceptance of a biological or evolutionary basis for human aggression, however.

Aggression can involve violence that may be adaptive under certain circumstances in terms of natural selection. This is most obviously the case in terms of attacking prey to obtain food, or in anti-predatory defense. It may also be the case in competition between members of the same species or subgroup, if the average reward (e.g. status, access to resources, protection of self or kin) outweighs average costs (e.g. injury, exclusion from the group, death). There are some hypotheses of specific adoptions for violence in humans under certain circumstances, including for homicide, but it is often unclear what behaviors may have been selected for and what may have been a byproduct, as in the case of collective violence.

Although aggressive encounters are ubiquitous in the animal kingdom, with often high stakes, most are resolved through posturing, displays and trials of strength. Game theory is used to understand how such behaviors might spread by natural selection within a population, and potentially become 'Evolutionary Stable Strategies'. An initial model of resolution of conflicts is the Hawk-Dove game; others include the Sequential assessment model and the Energetic war of attrition. These try to understand not just one-off encounters but protracted stand-offs, and mainly differ in the criteria by which an individual decides to give up rather than risk loss and harm in physical conflict (such as through estimates of Resource holding potential).

Aggression with respect to Gender

There are multiple theories that seek to explain findings that males and females of the same species can have differing aggressive behaviors. However the conditions under which women and men differ in aggressiveness are not well understood.[35] In general, sexual dimorphism can be attributed to greater intraspecific competition in one sex, either between rivals for access to mates and/or to be chosen by mates. This may stem from the other gender being constrained by providing greater parental investment, in terms of factors such as gamete production, gestation, lactation, or upbringing of young. Although there is much

variation in species generally the more physically aggressive sex is the male, particularly in mammals. In species where parental care by both sexes is required there tends to be less of a difference. When the female can leave the male to care for the offspring, then females may be the larger and more physically aggressive. Competitiveness despite parental investment has also been observed in some species. A related factor is the rate at which males and females are able to mate again after producing offspring, and the basic principles of sexual selection are also influenced by ecological factors affecting the ways or extent to which one sex can compete for the other. The role of such factors in human evolution is controversial. The pattern of male and female aggression is argued to be consistent with evolved sexually-selected behavioral differences, while alternative or complimentary views emphasize conventional social roles stemming from physical evolved differences. Aggression in women may have evolved to be, on average, less physically dangerous and more covert or indirect. However, there are critiques for using animal behavior to explain human behavior. Especially in the application of evolutionary explanations to contemporary human behavior, including differences between the genders.

In general, much research has suggested that males use more physical aggression than females, while females use more verbal aggression. Children interact with, and are aggressive toward, both same- and other-gender peers. There are more recent findings that show that differences in male and female aggression appear at about two years of age, though the differences in aggression are more consistent in middle-aged children and adolescence. Tremblay, Japel and P russe (1999) asserted that physically aggressive behaviors such as kicking, biting and hitting are age-typical expressions of innate and spontaneous reactions to biological drives such as anger, hunger, and affiliation. Girls' relational aggression, meaning non-physical or indirect, tends to increase after age two while physical aggression decreases. There was no significant difference in aggression between males and females before two years of age. A possible explanation for this could be that girls develop language skills more quickly than boys therefore they have better ways of verbalizing their wants and needs. They are more likely to use communication when trying to retrieve a toy with the words "Ask nicely" or "Say please."

Many studies have found differences in the types of aggression used by males and females, at least in children and adolescents. Females between the ages of 10 and 14, around puberty age, show a more extreme rate of relational aggression compared to boys. These findings are true for _____

Western society, but are not true of all cultures. In countries such as Kenya it has been found that young boys and girls have very similar rates of physical aggression. It has been found that girls are more likely than boys to use reactive aggression and then retract, but boys are more likely to increase rather than to retract their aggression after their first reaction. Studies show girls' aggressive tactics included gossip, ostracism, breaking confidences, and criticism of a victim's clothing, appearance, or personality, whereas boys engage in aggression that involves a direct physical and/or verbal assault. This could be due to the fact that girls' frontal lobes develop earlier than boys, allowing them to self-restrain.

One factor that shows insignificant differences between male and female aggression is in sports. In sports, the rate of aggression in both contact and non-contact sports is relatively equal. Since the establishment of Title IX, female sports have increased in competitiveness and importance, which could contribute to the evening of aggression and the "need to win" attitude between both sexes. Among sex differences found in adult sports were that females have a higher scale of indirect hostility while men have a higher scale of assault. Another difference found is that men have up to 20 times higher levels of testosterone than women.

Some studies suggest that romantic involvement in adolescence decreases aggression in males and females, but decreases at a higher rate in females. Females will seem more desirable to their mate if they fit in with society and females that are aggressive do not usually fit well in society, they can often be viewed as antisocial. Female aggression is not considered the norm in society and going against the norm can sometimes prevent one from getting a mate. However, studies have shown that an increasing number of women are getting arrested for domestic violence charges. In many states, women now account for a quarter to a third of all domestic violence arrests, up from less than 10 percent a decade ago. The new statistics reflect a reality documented in research: women are perpetrators as well as victims of family violence. However, another equally possible explanation is a case of improved diagnostics: it has become more acceptable for men to report female domestic violence to the authorities while at the same time actual female domestic violence has not increased at all. This can be the case when men have become less ashamed of reporting female violence against them, therefore an increasing number of women are arrested, although the actual number of violent women remains the same.

Also, males in competitive sports are often advised by their coaches not to be in intimate relationships based on the premises that they become more docile and less aggressive during an athletic event. The circumstances in which males and females experience aggression are also different. A study showed that social anxiety and stress was positively correlated with aggression in males, meaning as stress and social anxiety increases so does aggression. Furthermore, a male with higher social skills has a lower rate of aggressive behavior than a male with lower social skills. In females, higher rates of aggression were only correlated with higher rates of stress. Other than biological factors that contribute to aggression there are physical factors are well.

Regarding sexual dimorphism, humans fall into an intermediate group with moderate sex differences in body size but relatively large testes. This is a typical pattern of primates where several males and females live together in a group and the male faces an intermediate amount of challenges from other males compared to exclusive polygyny and monogamy but frequent sperm competition. Evolutionary psychology and sociobiology have also discussed and produced theories for some specific forms of male aggression such as sociobiological theories of rape and theories regarding the Cinderella effect.

Gender is a factor that plays a role in both human and animal aggression. Males are historically believed to be generally more physically aggressive than females from an early age, and men commit the vast majority of murders (Buss 2005). This is one of the most robust and reliable behavioral sex differences, and it has been found across many different age groups and cultures. However, some empirical studies have found the discrepancy in male and female aggression to be more pronounced in childhood and the gender difference in adults to be modest. Still, there is evidence that males are quicker to aggression (Frey et al. 2003) and more likely than females to express their aggression physically. When considering indirect forms of non-violent aggression, such as relational aggression and social rejection, some scientists argue that females can be quite aggressive although female aggression is rarely expressed physically.

Studies show, that females in general have better control over their emotions in comparison to males. Also, males are more likely to retaliate when provoked to gain recognition; females are less likely to retaliate in a violent way because they are shielded by moral sense. Although females are less likely to initiate physical violence, they can express aggression by using a variety of non-physical means. Exactly which method women use to express aggression is

something that varies from culture to culture. On Bellona Island, a culture based on male dominance and physical violence, women tend to get into conflicts with other women more frequently than with men. When in conflict with males, instead of using physical means, they make up songs mocking the man, which spread across the island and humiliate him. If a woman wanted to kill a man, she would either convince her male relatives to kill him or hire an assassin. Although these two methods involve physical violence, both are forms of indirect aggression, since the aggressor herself avoids getting directly involved or putting herself in immediate physical danger. See also the sections on testosterone and evolutionary explanations for gender differences above.

Aggression with respect to Culture

Culture is a factor that plays a role in aggression. Tribal or band societies existing before or outside of modern states have sometimes been depicted as peaceful 'noble savages' or alternatively as brutish 'beasts'. The Kung Bushmen were described as 'The Harmless People' in a popular work by Elizabeth Marshall Thomas in 1958, while Lawrence Keeley's 1996 *War Before Civilization* suggested that regular warfare without modern technology was conducted by most groups throughout human history, including most Native American tribes. Studies of hunter-gatherers show a range of different societies. In general, aggression, conflict and violence sometimes occur, but direct confrontation is generally avoided and conflict is socially managed by a variety of verbal and non-verbal methods. Different rates of aggression or violence, currently or in the past, within or between groups, have been linked to the structuring of societies and environmental conditions influencing factors such as resource or property acquisition, land and subsistence techniques, and population change.

Analyzing aggression culturally or politically is complicated by the fact that the label 'aggressive' can itself be used as a way of asserting a judgement from a particular point of view. Whether a coercive or violent method of social control is perceived as aggression – or as legitimate versus illegitimate aggression – depends on the position of the relevant parties in relation to the social order of their culture. This in turn can relate to factors such as: norms for coordinating actions and dividing resources; what is considered self-defense or provocation; attitudes towards 'outsiders', attitudes towards specific groups such as women, the disabled or the lower status; the

availability of alternative conflict resolution strategies; trade interdependence and collective security pacts; fears and impulses; and ultimate goals regarding material and social outcomes.

Cross-cultural research has found differences in attitudes towards aggression in different cultures. In one questionnaire study of university students, in addition to men overall justifying some types of aggression more than women, USA respondents justified defensive physical aggression more readily than Japanese or Spanish respondents, whereas Japanese students preferred direct verbal aggression (but not indirect) more than their American and Spanish counterparts. Within American culture, southern men were shown in a study on university students to be more affected and to respond more aggressively than northerners when randomly insulted after being bumped into, which was theoretically related to a traditional culture of honor in the Southern United States. A similar sociological concept that may be applied in different cultures is 'face'. Other cultural themes sometimes applied to the study of aggression include individualistic versus collectivist styles, which may relate, for example, to whether disputes are responded to with open competition or by accommodating and avoiding conflicts. Other comparisons made in relation to aggression or war include democratic versus authoritarian political systems and egalitarian versus stratified societies. The economic system known as capitalism has been viewed by some as reliant on the leveraging of human competitiveness and aggression in pursuit of resources and trade, which has been considered in both positive and negative terms. Attitudes about the social acceptability of particular acts or targets of aggression are also important factors. This can be highly controversial, as for example in disputes between religions or nation states, for example in regard to the Arab–Israeli conflict.

Aggression in Children

The frequency of physical aggression in humans peaks at around 2–3 years of age. It then declines gradually on average. These observations suggest that physical aggression is not only a learned behavior but that development provides opportunities for the learning and biological development of self-regulation. However, a small subset of children fail to acquire all the necessary self-regulatory abilities and tend to show atypical levels of physical aggression across development. These may be at risk for later violent behavior or, conversely, lack of aggression that may be considered necessary within society. Some findings suggest that early aggression

does not necessarily lead to aggression later on, however, although the course through early childhood is an important predictor of outcomes in middle childhood. In addition, physical aggression that continues is likely occurring in the context of family adversity, including socioeconomic factors. Moreover, 'opposition' and 'status violations' in childhood appear to be more strongly linked to social problems in adulthood than simply aggressive antisocial behavior. Social learning through interactions in early childhood has been seen as a building block for levels of aggression which play a crucial role in the development of peer relationships in middle childhood. Overall, an interplay of biological, social and environmental factors can be considered.

WHAT IS TYPICALLY EXPECTED OF CHILDREN?

Young children preparing to enter kindergarten need to develop the socially important skill of being assertive. Examples of assertiveness include asking others for information, initiating conversation, or being able to respond to peer pressure.

In contrast, some young children use aggressive behavior, such as hitting or biting, as a form of communication.

Aggressive behavior can impede learning as a skill deficit, while assertive behavior can facilitate learning. However, with young children, aggressive behavior is developmentally appropriate and can lead to opportunities of building conflict resolution and communication skills.

By school age, children should learn more socially appropriate forms of communicating such as expressing themselves through verbal or written language; if they have not, this behavior may signify a disability or developmental delay

WHAT TRIGGERS AGGRESSIVE BEHAVIOR IN CHILDREN?

- Physical fear of others
- Family difficulties
- Learning, neurological, or conduct/behavior disorders
- Psychological trauma
- Corporal punishment such as spanking increases subsequent aggression in children.

The Bobo doll experiment was conducted by Albert Bandura in 1961. In this work, Bandura found that children exposed to an aggressive adult model acted more aggressively than those

who were exposed to a nonaggressive adult model. This experiment suggests that anyone who comes in contact with and interacts with children can have an impact on the way they react and handle situations.

SUMMARY POINTS FROM RECOMMENDATIONS BY NATIONAL ASSOCIATIONS

- American Academy of Pediatrics (2011): "The best way to prevent aggressive behavior is to give your child a stable, secure home life with firm, loving discipline and full-time supervision during the toddler and preschool years. Everyone who cares for your child should be a good role model and agree on the rules he's expected to observe as well as the response to use if he disobeys."
- National Association of School Psychologists (2008): "Proactive aggression is typically reasoned, unemotional, and focused on acquiring some goal. For example, a bully wants peer approval and victim submission, and gang members want status and control. In contrast, reactive aggression is frequently highly emotional and is often the result of biased or deficient cognitive processing on the part of the student."

Situational factor that affection Aggression behavior

There has been some links between those prone to violence and their alcohol use. Those who are prone to violence and use alcohol are more likely to carry out violent acts. Alcohol impairs judgment, making people much less cautious than they usually are (MacDonald et al. 1996). It also disrupts the way information is processed (Bushman 1993, 1997; Bushman & Cooper 1990). Pain and discomfort also increase aggression. Even the simple act of placing one's hands in hot water can cause an aggressive response. Hot temperatures have been implicated as a factor in a number of studies. One study completed in the midst of the civil rights movement found that riots were more likely on hotter days than cooler ones (Carlsmith & Anderson 1979). Students were found to be more aggressive and irritable after taking a test in a hot classroom (Anderson et al. 1996, Rule, et al. 1987). Drivers in cars without air conditioning were also found to be more likely to honk their horns (Kenrick & MacFarlane 1986), which is used as a measure of aggression and has shown links to other factors such as generic symbols of aggression or the visibility of other drivers.

Frustration is another major cause of aggression. The Frustration aggression theory states that aggression increases if a person feels that he or she is being blocked from achieving a goal (Aronson et al. 2005). One study found that the closeness to the goal makes a difference. The study examined people waiting in line and concluded that the 2nd person was more aggressive than the 12th one when someone cut in line (Harris 1974). Unexpected frustration may be another factor. In a separate study to demonstrate how unexpected frustration leads to increased aggression, Kulik & Brown (1979) selected a group of students as volunteers to make calls for charity donations. One group was told that the people they would call would be generous and the collection would be very successful. The other group was given no expectations. The group that expected success was more upset when no one was pledging than the group who did not expect success (everyone actually had horrible success). This research suggests that when an expectation does not materialize (successful collections), unexpected frustration arises which increases aggression.

There is some evidence to suggest that the presence of violent objects such as a gun can trigger aggression. In a study done by Leonard Berkowitz and Anthony Le Page (1967), college students were made angry and then left in the presence of a gun or badminton racket. They were then led to believe they were delivering electric shocks to another student, as in the Milgram experiment. Those who had been in the presence of the gun administered more shocks. It is possible that a violence-related stimulus increases the likelihood of aggressive cognitions by activating the semantic network.

A new proposal links military experience to anger and aggression, developing aggressive reactions and investigating these effects on those possessing the traits of a serial killer. Castle and Hensley state, "The military provides the social context where servicemen learn aggression, violence, and murder." Post-traumatic stress disorder (PTSD) is also a serious issue in the military, also believed to sometimes lead to aggression in soldiers who are suffering from what they witnessed in battle. They come back to the civilian world and may still be haunted by flashbacks and nightmares, causing severe stress. In addition, it has been claimed that in the rare minority who are claimed to be inclined toward serial killing, violent impulses may be reinforced and refined in war, possibly creating more effective murderers.

Aggression - As a positive adaptation theory

Some recent scholarship has questioned traditional psychological conceptualizations of aggression as universally negative. Most traditional psychological definitions of aggression focus on the harm to the recipient of the aggression, implying this is the intent of the aggressor; however this may not always be the case. From this alternate view, although the recipient may or may not be harmed, the perceived intent is to increase the status of the aggressor, not necessarily to harm the recipient. Such scholars contend that traditional definitions of aggression have no validity.

From this view, rather than concepts such as assertiveness, aggression, violence and criminal violence existing as distinct constructs, they exist instead along a continuum with moderate levels of aggression being most adaptive. Such scholars do not consider this a trivial difference, noting that many traditional researchers' aggression measurements may measure outcomes lower down in the continuum, at levels which are adaptive, yet they generalize their findings to non-adaptive levels of aggression, thus losing precision.

Fear (survival)-induced pre-emptive Aggression

According to philosopher and neuroscientist Nayef Al-Rodhan, “fear(survival)-induced pre-emptive aggression” is a human reaction to injustices that are perceived to threaten survival. It is often the root of the unthinkable brutality and injustice perpetuated by human beings. It may occur at any time, even in situations that appear to be calm and under control. Where there is injustice that is perceived as posing a threat to survival, “fear(survival)-induced pre-emptive aggression” will result in individuals taking whatever action necessary to be free from that threat.

Nayef Al-Rodhan argues that humans’ strong tendency towards “fear(survival)-induced pre-emptive aggression” means that situations of anarchy or near anarchy should be prevented at all costs. This is because anarchy provokes fear, which in turn results in aggression, brutality, and injustice. Even in non-anarchic situations, survival instincts and fear can be very powerful forces, and they may be incited instantaneously. “Fear(survival)-induced pre-emptive aggression” is one of the key factors that may push naturally amoral humans to behave in immoral ways. Knowing this, Al-Rodhan maintains that we must prepare for the circumstances that may arise from humans’ aggressive behavior. According to Al-Rodhan, the risk of this aggression and its ensuing brutality should be minimized through confidence-building measures and policies that promote inclusiveness and prevent anarchy.

REVIEWS OF PAST STUDIES

To get overview of the progress occurs in this field, it is necessary for Researcher to go through and reanalyze the past studies of this area before starting this study. It is also necessary to prevent the unnecessary replication of past study. The survey of previous studies also helps to understand some key point which should be always kept in mind by Researcher during conduction the specific types of Researcher. It is also helpful to get an idea about the forthcoming difficulties, the methodologies and tool used and shortcoming of methodology used to conduct Researcher. In this way, the review of past studies is proving very valuable suggestion and idea about conduction that particular type of Researcher.

Review of past studies may help as following points:

1. To construct good hypotheses
2. The guidance about the Researcher methodology
3. It provides the inner eye to view the inner thing of the Researcher problem
4. It gives the idea to view the Researcher problem from a different directions and angles
5. Helps to become familiar with the topic of Researcher
6. Helps to become familiar with the Researcher methodology
7. Helps to become familiar with the tool used for Researcher
8. Provide platform for further Researcher in this topic
9. Helps to become familiar with the forthcoming difficulties in conducting Researcher
10. To minimize the cost of Researcher
11. To invent new methodologies

The Scientific important of Past studies

Past studies are very valuable. Sometimes Researcher conducts analysis blindly without keeping past studies in mind and therefore he think that it is very novel whichever he is doing. At this time, the systematic and rational study of related past studies is going to break his illusion and prevent the replication of work. The review of literature gives a direct education about different aspect and methods of Researcher. Only logical information of Researcher is not sufficient for conducting Researcher, but it requires: which steps are to be taken for, how to proceed for, at which step the decision should taken, how to prevent the related errors and shortcomings – the

broader and deeper understanding regarding these things can be developed by doing past studies analysis before starting Researcher. The definition of Researcher – ‘Researcher means to fill the missing link in past studies’ indicated the importance of past studies in Researcher. In this context, Researcher can get some guidance in defining the Researcher problem from the analysis of past studies. The understanding of depth and breadth of particular area of Researcher, the patches required more investigation, is it required replication on not? – These types of questions can be answered by reviewing the past studies. The shortcoming of past studies can be overcome during our Researcher. In this way, the past studies help the Researcher to decide the direction, to conclude the decision as well as to make Researcher easier.

Usefulness of the past studies

Past studies inspire us to conduct that type Researcher. For example, if Researcher found any loophole or doubt, he will inspire to exhibit Researcher in that particular direction. New investigation is exhibited to reconfirm or extend the past-Researcher by Researcher after having idea about the past studies. The negative results of past studies can be clarified by new investigation. BY adding new methodologies in past studies, we can deeply understand the result and solve some new questions. Past studies can provide platform for Researcher and new Researcher can clarify the concept in even simplified way and may add up in the existing body of knowledge.

SUMMARY OF PAST STUDIES

Past studies in AGGRESSION

Study-1

Researcher: Dolard *et al.* (1939)

Conclusion: In present study, Dolard *et al.* focused on problem that whether the aggression is by born or developed because of depression. They created the situation which caused the depression. They found the depression is converted the aggression because an individual can't achieve his target. So the degree of depression is in proportional to the degree of aggression.

Study-2

Researcher: Green (1983)

Aim and Methodology: He studied the effect of television program on the aggression of children. He showed some aggressive program to the children and checked the degree of aggression in children.

Conclusion:

- He found more aggression in the children who have seen the aggressive program.
- He also found similarity in the way of expression of aggression between the shown program and children.

Study-3

Researcher: Tayler and Gayman (1976)

Aim and Methodology: They studied the effect of alcohol consumption on the aggression of individuals. They divided three groups and give them alcohol in various amounts. He gave very high dose to one group, low dose to second group and no dose (control) to third group and tested the degree of aggression among all the three groups.

Conclusion:

- Second group shown medium aggression.
- First group shown very high aggression.
- Control group shown very low aggression and concluded that alcohol increases the degree of aggression in an individual.

Study-4

Researcher: Robert and Beron (1976)

Aim and Methodology: They studied the effect of environmental/surrounding temperature on the aggression of individuals. They divided two groups and give them two different temperature of 70-72 F and 90 F and then checked the degree of aggression in them.

Conclusion:

- The group grown at higher temperature showed high aggression for some time but aggression was decreased after some time interval. They didn't carry the energy for

aggression for very long time. This type of aggression is explained here by the model of 'Escape from inhibition'.

Study-5

Researcher: Beron and Bell (1970)

Aim and Methodology: They also studied the effect of environmental/surrounding temperature on the aggression of individuals. They take only one group and increase the temperature gradually and then checked the degree of aggression at each temperature.

Conclusion:

- Aggression is increased with increase in temperature but up to some limit, above this limit it didn't increase.

Study-6

Researcher: Bushman and Grume (1997)

Aim and Methodology: They obtained data of past 45 years (1950-1995) temperature data of 50 different cities of USA and try to correlate these data with criminal records of murder and other aggressive cases.

Conclusion:

- They found more criminal activities during hot years compared to the cold years. This observation evidenced the effect of surrounding temperature on the aggression of an individual.

RESEARCH DESIGN AND METHODOLOGY

Research is not always an invention of novel things but sometime it also done to correlates two different facts with each others. Curiosity about new facts is the base of research. CC Crossford (198 3) has stated that Research is the organized and clean thinking done with the help of research methodology. In which, any problem is studied to get multiple answers of any problem. In all field, research is done to explore the facts behind the nature. In past there are so many reports describing the aggression, insecurity and personality traits in existing knowledge body. However, in context of community and cast, we feel the scaricity of reports. Present study describes the aggression, insecurity and personality traits of Hindu and Muslim, arts or sciences college girls and boys. Some understanding regarding the clarification of how the study was exhibited is very necessary before going inside the work.

Research Problem

“A comparative study of Aggression, among Hindu and Muslim college students”

Objectives of the research / Aims / Purpose

Every research problem is with some fruitful outcome. Generally researcher exhibits his study to either compare two or more facts and this defines the aim of study. Research is not only to solve any puzzle but it is done to give the answer of any genuine problem. Thus, research is done to give the answer of social, economical, political and scientific questions which will give some fruitful outcome to the society. In this way, the aim of research is to find out the solutions of aforementioned questions by exhibiting the rational scientific and research methodology. The aim of present study is as listed follow.

The main aims of this study area:

- 1. To measure the degree of Aggression in Hindu and Muslim community**
- 2. To measure the degree of Aggression in Arts and Science students**
- 3. To measure the degree of Aggression in Boys and Girls**
- 4. To compare the degree of Aggression in Hindu and Muslim community**
- 5. To compare the degree of Aggression in Arts and Science students**
- 6. To compare the degree of Aggression in Boys and Girls**

Hypothesis

After defining the research problem, researcher creates the hypothesis for the outcome of research. Research presumes about the possible outcomes of research. These types of guesses are designed as 'Hypothesis'. We defined the null hypothesis for present research is as following:

Null hypothesis

There is no significant difference in the degree of aggression, insecurity and personality traits among hindu and muslim, arts and science students, girls and boys.

Hypothesis of the present research are:

HO1: 'There is no significant difference between the mean of aggression among the Hindu and Muslim community students

HO2: 'There is no significant difference between the mean of aggression among the science and arts student.

HO3. There is no significant difference in the mean of Aggression among Boys and Girls.

HO4: Interaction of community and education stream has no significant effect on the Aggression.

HO5: Interaction of community and Gender has no significant effect on the Aggression..

HO6: Interaction of Education and Gender has no significant effect on the Aggression.

HO7: Interaction of Community, Education stream and Gender has no significant effect on the Aggression

Variables

Variables have very great importance in the psychological research. As it name suggested Variables means the moiety whose value keep changing. In psychology, variables are the characteristic, virtue or any other mental measurement. According to the views of D. Ameto, variables are the moiety of animal, situation and other thing which can be measured.

In research, three main variables are always well defined.A-Dependent variables B-Independent variables and C-Contolled variables. In present study, followings are the major variables.

Independent Variables

- I.** Hindu and Muslim
- II. Education:** Arts and Science stream.
- III. Gender:** Boys and Girls

A. Dependent Variables

- I.** Aggression

B. Control Variables

- I.** Equal numbers of gender
- II.** Same time for all experiments (Teat time)
- III.** Same test will be given to all students
- IV.** Same method will be used for data analysis
- V.** Age limit taken: 18-25 years
- VI.** Only undergraduate (UG) students will be taken in account

Methodological definition of various concepts used in present research

Hindu and Muslim community

Every society is based on different religion. Different people follow different types of religion according to their birth or by choice. The major religions of the world are Hinduism, Islam, Christianity, Sikhism, Buddhism, and Judaism. Each religion is similar and different from one another in terms of festivals, practices and beliefs. Apart from Christianity, Hinduism and Islam are the two most widely practiced religions in the world today. They have their own traditions, beliefs and practices. These two religions are similar to some extent and differ in terms of the God they worship, religious text and the place where they offer their prayers. The major difference between Hinduism and Islam is the God they worship. Hinduism is based on polytheism whereas Islam is based on monotheism. The different forms of gods that Hindus worship are Brahma, Vishnu, Maheshwor, Ganesh, Laxmi, Saraswati, and Durga. Hindus

worship these gods because each of these gods represents the creator, preserver, destroyer, first god, goddess of wealth, goddess of knowledge and goddess of victory respectively. Therefore, by offering prayers to each of these gods individually they believe they will be successful in these areas. On the other hand, Islamic people worship Allah. They believe that Allah is the creator of heaven and the earth. According to them Allah is the supreme being, and there is no one above Allah.

Likewise, both Hindus and Muslims have faith in their religious text. However, Hindus have numerous religious texts whereas Islam has only one. "Hinduism is based on the accumulated treasury of spiritual laws discovered by different persons in different times". The different types of religious text that the Hindu religion believes in are The Vedas, The Mahabharat, The Ramayan, The Bhagwad Gita, and The Puranas.

Education

In present study, bachelors of arts and science boys and girls are selected as samples.

A. Faculty of Arts

Generally, after H.S.C., the first three years of college is known as the 'Bachelor course'. In arts, student study psychology, sociology, economics, geography, political science and other article subjects. Besides these articles subjects, they also study the literature and languages like Gujarati, English, Hindi and sanskrit etc. Moreover, student also takes part in the extra curriculam activity like NCC, NSS, sports and cultural program. Here we include these types of student in our sampling.

B. Faculty of sciences

Generally, after H.S.C., the first three years of college is known as the 'Bachelor course'. In science, student study biology, mathematics, chemistry, physics, laboratory practical and many other scientific subjects. Besides these articles subjects, they also study the computer sciences and other socio-ecological subjects. Moreover, student also takes part in the extra curriculam activity like NCC, NSS, sports and cultural program. Here we include these types of student in our sampling.

Gender

Psychologist has been divided whole life in 10 divisions on the basis of embryology. **1. Prenatal period:** From fertilization to birth. **2. Infancy:** From birth to first 10-14 days. **3. Babyhood:**

From 2 weeks to 2 years post-birth. **4 Childhood:** From 2 years to 10-12 years post-birth. **5. Puberty:** In girl 11-13 years and in boys 12-14 years. **6. Early adolescence:** 13-14 years to 17 years. **7. Later adolescence:** 17 to 20 years. **8. Early adulthood:** 21 to 40 years. **9. Middle age:** 40 to 60 years. **10. Old age:** 60 years to death.

In present study, we have taken 18- 25 years girls and boys. In this group, the physical and mental and biotic changes are occurring very likely. Besides these all changes; physical, social, sexual, mental developments in this age is extremely fast. With all this, in this age, an individual also experiences the anxiety regarding their study, economical stability and social adjustment. In present study, we studied the aggression, insecurity and personality traits with in 18-25 year age groups.

Sample

‘Probability sampling is the only approach that makes possible representative sampling plan’- **Isidor Chein’**

Sample is the part of population. The aim of sampling is to get an idea about particular characteristics of whole population by analyzing the small part of population- the sample. In present study, sampling is done from various arts and science college affiliated to Sardar Patel University.

Arts colleges from where sampling was done

1. Nalini, arvind and T.V. Patel arts college Vallbh Vidyanagar (Sardar Patel University)
2. Anand arts college, Anand (Sardar Patel University)
3. N. S. Patel Arts college, Anand. (Sardar Patel University)
4. Bhikhabhai Arts college, Anand (Sardar Patel University)

Sciences colleges from where sampling was done

1. V. P. and R.P.T.P. science college, Vallabh Vidyanagar (Sardar Patel University)
2. N. V. Patel Science College Vallabh Vidyanagar (Sardar Patel University)
3. M. B. Patel science college, Anand (Sardar Patel University)
4. P. M. Patel science college, Anand (Sardar Patel University)

Sample is selected from the aforementioned colleges of Sardar Patel University. We have visited the colleges after taking the permission from principal or any other higher authority. We have also collected the information regarding the total number of students, their subjects and their class distribution. We have made student to fill the provided questionnaire containing various measure.

As per factorial design we will select total 320 youngsters, out of which 160 from Hindu and 160 from Muslim. These 160 will be further divided in 80-80; 80 from Arts stream and 80 from science stream. These 80 will be further divided in 40-40; 40 are girls and 40 are Boys.

Sample selection procedure of the subjects as per the given table.3.2

Hindu	Arts	Boys	40	80	160	320
		Girls	40			
	Science	Boys	40	80		
		Girls	40			
Muslim	Arts	Boys	40	80	160	
		Girls	40			
	Science	Boys	40	80		
		Girls	40			

Tools

Researchers take various useful tools to measure psychological functions. The right tool is selected to validate the created hypothesis. Sometime researchers use more than one tools for solving/measuring complex phenomenon, ultimately give very accurate results. In present study, following listed tools are used to measure different psychological moiety.

Personal information sheet

In present study, we have prepared Personal information sheet on the basis of independent variables. In which the name, educational qualification, community, religion, age etc are included.

Scale of Aggression

***Author-** Dr. Buzz and Pari (1961)

No. of question in questionnaires – total 29 questions

No. of negative questions- total 1 (Question 9 and 16)

Types of reaction – Every question have five options. (1. Fully agree; 2. Agree; 3. Uncertain; 4. dis-agree; 5. Totally dis-agree)

Parts of test: Present test is divided in 4 factors.

1. Physical aggression
2. Verbal aggression
3. Anger
4. Revenge related aggression

Number of questions according to the parts of test

- a. Physical aggression – question no. 2, 5, 8, 11, 13, 22 and 29 (total 9)
- b. Verbal aggression- question no. 4, 6, 14, 21 and 27 (total 5)
- c. Anger- question no. 1, 9, 12, 18, 19, 23 and 28 (total 7)
- d. Revenge related aggression- question no. 3, 7, 10, 13, 17, 20, 24 and 26 (total 8)
- e.
- f. **Area of test**

The measurement of aggression in Hindu-Muslim, arts-sciences and boys-girls

Scoring method

If

1. Fully agree – 5 points
2. Agree - 4 points
3. Uncertain- 3 points
4. dis-agree- 2 points
5. Totally dis-agree- 1 points

Collection of Data

Data was collected by using the tools of Dr. Buzz and peri, Dr. Beena Shah and Dr. R.B. cattle for the aggression, insecurity and personality traits, respectively.

Data collected during July, august, September and October 2014 from the sample of arts and sciences colleges' girls and boys. Sample size was 320 students.

We have gone to colleges with prior permission of higher authorities. Student were pre-informed that the given information sheet is only for study purpose. They were also guided at the place where they feel difficulties in filling form.

Research design

“Research design is the plan, structure of investigations, conceived so as to research questions”

Research design is the answer of the questions of investigation. So research design is the most important in the research methodology. In this research we want to find out the comparative account of Aggression, Insecurity and Personality trait of Hindu and Muslim girls and Boys.

For that we will use the factor analysis statistical method and **2×2×2 Factorial** design will be applied for the data collection and data analysis purpose.

What is factorial Design?

Factorial design is applied when the research want to study the effect of two factors on any events. When two independent variables are studied than the design is called 2×2 factorial design. Factorial design is changed according to their variables, in which one dependent variable and two independent variable are studied together. If any research contain 3 independent factor than the design is called $2 \times 2 \times 2$ factorial design. In similar way, if 3 independent variables are studied at three different levels then the design is called $3 \times 3 \times 3$ factorial design.

In present study, we used following factorial design containing eight cell. In each cell, 40 individuals were instructed to fill up information sheet. In this research, $40 \times 8 = 320$ samples were taken. Which are classified as shown following.

Table 3.3 showing the information regarding the sample and information sheets

Source	A1		A2		Total
	B1	B2	B1	B2	
C1	40	40	40	40	160
C2	40	40	40	40	160
Total sample	80	80	80	80	320

Clarification of above classification

- A. Community
 - A1- Hindu community
 - A2- Muslim community
- B. Education
 - B1-Arts faculty
 - B2- Science faculty
- C. Gender
 - C1- Girls
 - C2- Boys

Statistical analysis

The collected data were analyzed by $2 \times 2 \times 2$ Factorial. F-test ANOVA was used for statistical analysis of data. The difference in mean is counted for each independent factor. The value of mean and their graphs were taken in account to analyze raw data.

Conclusion

In present study, we measure the aggression, insecurity and personality traits by using their respective tools in the sample of 320. The obtained data were processed through statistical analysis and represented in forms of values and graphs. The results and discussion will be described in next chapter.

RESULTS AND DISCUSSION

The aim of present thesis is to study the aggression, insecurity and personality traits among the hindu-muslim girls and boys students of arts and science colleges. To do so, we have used the aggression-test given Dr. Buzz and Peri (1961), the insecurity test given by Dr. Beena Shah and R.B.Cattle16 PF personality traits test. Information was collected by data collection through the questionnaires. The data was analyzed by F-test. The standard deviation of mean was calculated to determine whether the the aggression, insecurity and personality traits differ or not among the hindu-muslim girls and boys students of arts and science colleges. The null hypothesis, which are given in chapter 3 were analysed by ANOVA TABLE in this chapter.

Hypothesis

The research is always starts with null hypothesis. In present research, the hypothesis are distributed in following factors:

- A. Community
- B. Education stream
- C. Gender

Analysis and inferences

Community, Education stream and Gender context aggression

Community, Education stream and Gender context aggression was investigated through independent and inter-dependent variables on the basis of the constructed null hypothesis (1 to 7). To do so, we have used ANOVA in the frame of $(2 \times 2 \times 2)$. On the basis of which, we calculated the 'F' – values for the aggression of eight different groups. Their Mead and standard deviations (SD) are shown in Table.

Table 4.1: Mean and their S.D. for community, education stream and gender context aggression

Community	Stream	Statistics	Gender	
			Boys	Girls
Hindu	Arts	Mean(M)	75.90	81.97
		(S.D)	16.41	9.45
		Number (N)	40	40
	Science	Mean(M)	74.75	79.00
		(S.D)	12.09	7.48
		Number (N)	40	40
Muslim	Arts	Mean(M)	83.72	90.15
		(S.D)	7.67	13.65
		Number (N)	40	40
	Science	Mean(M)	69.87	100.40
		(S.D)	7.73	12.61
		Number (N)	40	40

Table 4.2: Difference between mean of community, education stream and gender context aggression

Independent Variable	Number	Mean	Defrents
Hindu (A1)	160	75.38	10,65
Muslim (A2)	160	86.03	
Arts (B1)	160	82.93	2.67
Science (B2)	160	80.26	
Boys (C1)	160	76.06	11.07
Girls (C2)	160	87.13	

Table 4.3: Summery of ANOVA (2×2×2) analysis of community, education stream and gender context aggression (Level of Significant $0.05 < 3.87$ and $0.01 < 6.72$)

Source of Variation	Sum of Squares	Df	Mean Sum of Squares	F Value	Level of Sig
Community (A)	6301.250	1	6301.250	53.35	0.01
Stream (b)	572.450	1	572.450	4.84	0.05
Gender (C)	9812.450	1	9812.450	83.08	0.01
AxB	61.250	1	61.250	.519	N.S
AxC	4380.800	1	4380.800	37.09	0.01
BxC	1862.450	1	1862.450	15.77	0.01
AxBxC	4176.050	1	4176.050	35.36	0.01
Error	36848.100	312	118.103		
Total	2194754.000	320			
T.S.S.	64014.800	319			

Type of community and Aggression

To know that, is there any difference in mean of Aggression between the Hindu and Muslim community, the null hypothesis (HO01) was constructed previously.

HO1: ‘There is no significant difference between the mean of aggression among the Hindu and Muslim community students

Table 4.2 indicated that the means of aggression of hindu and muslim community student are 75.38 and 86.03. The difference between means is 10.65. This is very high. It also shows that the F- value of between type of community and aggression is 53.35 (Table 4.3). This value is significant with the p-value 0.01. Here, on the basis of the obtained results, the null hypothesis (HO1) is rejected and there is the significant difference is observed between the aggression between the muslim and hindu community student. The results are depicted in Graph 4.1 (A1-A2).

Education stream and Aggression

To know that, is there any difference in mean of Aggression between the science and arts student, the null hypothesis (HO02) was constructed previously.

HO2: ‘There is no significant difference between the mean of aggression among the science and arts student

Table 4.2 indicated that the means of aggression of the science and arts student are 82.93 and 80.25. The difference between mean is 2.67. It also shows that the F- value of between type of community and aggression is 4.84 (Table 4.3). This value is significant with the p-value 0.05. Here, on the basis of the obtained results, the null hypothesis (HO2) is rejected and there is the significant difference is observed between the aggression between the science and arts student. The results are depicted in Graph 4.1 (B1-B2).

Gender and Aggression

To know that, is there any difference in mean of Aggression between the girls and boys student, the null hypothesis (HO03) was constructed previously.

HO3: ‘There is no significant difference between the mean of aggression among the girls and boys student

Table 4.2 indicated that the means of aggression of the girls and boys student are 76.06 and 87.13. The difference between mean is 11.07. It also shows that the F- value of between type of community and aggression is 82.08 (Table 4.3). This value is significant with the p-value 0.01. Here, on the basis of the obtained results, the null hypothesis (HO3) is rejected and there is the significant difference is observed between the aggression between the girls and boys student. The results are depicted in Graph 4.1 (C1-C2).

Effect of Interaction between Community and Education stream on Aggression (AxB)

To know that, is there any effect of interaction of community and education stream on the mean of Aggression, the null hypothesis (HO4) was constructed previously.

HO4: Interaction of community and education stream has no significant effect on the Aggression.

Table 4.3 indicated that the F- value for the interaction of community and education stream on the mean of Aggression is 0.519. Here, on the basis of the obtained results, the null hypothesis

(HO4) is accepted and there is no the significant effect of interaction of community and education stream on the aggression.

Effect of Interaction between Community and Gender on Aggression (AxC)

To know that, is there any effect of interaction of community and Gender on the mean of Aggression, the null hypothesis (HO5) was constructed previously.

HO5: Interaction of community and Gender has no significant effect on the Aggression.

Table 4.3 indicated that the F- value for the interaction of community and Gender on the mean of Aggression is 37.09. This value is significant with the p-value 0.01. Here, on the basis of the obtained results, the null hypothesis (HO5) is rejected and there is significant effect of interaction of community and gender on the aggression.

Effect of Interaction between Education and Gender on Aggression (BxC)

To know that, is there any effect of interaction of Education and Gender on the mean of Aggression, the null hypothesis (HO6) was constructed previously.

HO6: Interaction of Education and Gender has no significant effect on the Aggression.

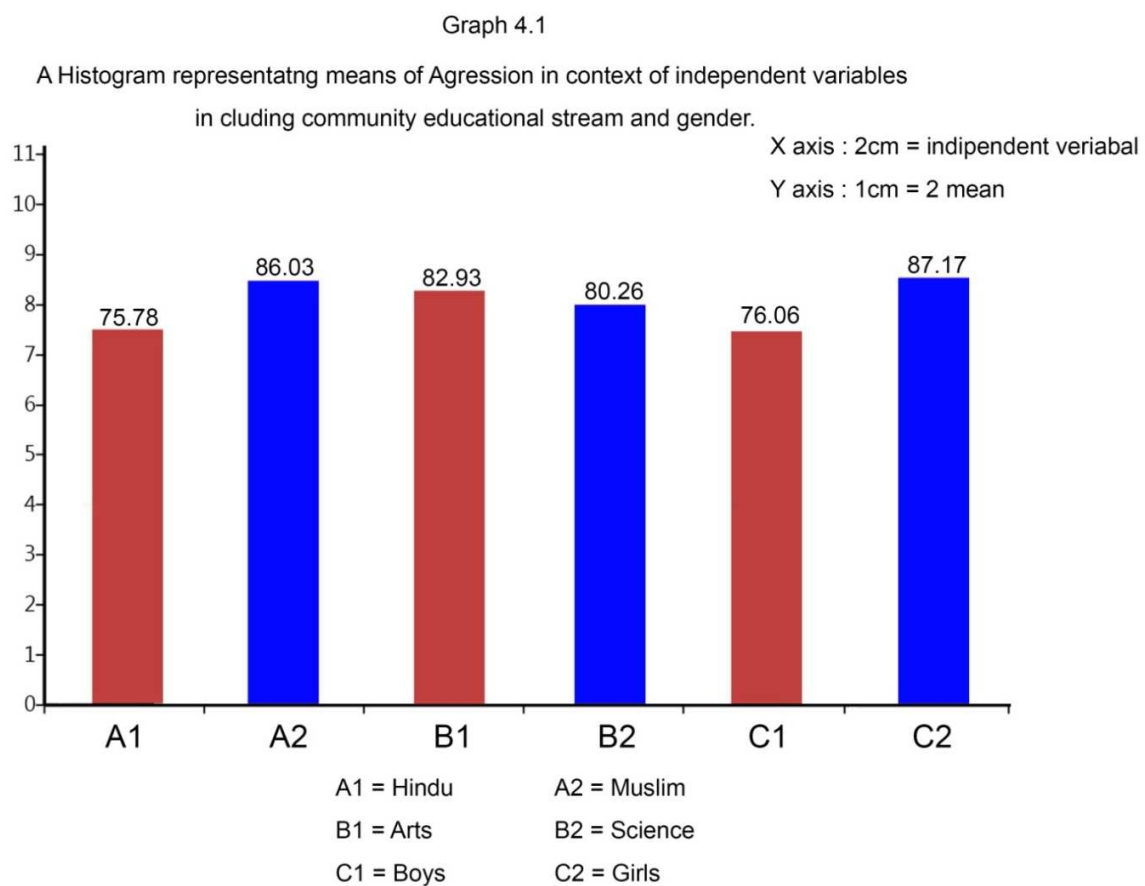
Table 4.3 indicated that the F- value for the interaction of Education and Gender on the mean of Aggression is 15.77. This value is significant with the p-value 0.01. Here, on the basis of the obtained results, the null hypothesis (HO6) is rejected and there is significant effect of interaction of Education and Gender on the aggression.

Effect of Interaction between Community, Education stream and Gender on Aggression (AxBxC)

To know that, is there any effect of interaction of Community, Education stream and Gender on the mean of Aggression, the null hypothesis (HO7) was constructed previously.

HO7: Interaction of Community, Education stream and Gender has no significant effect on the Aggression.

Table 4.3 indicated that the F- value for the interaction of Community, Education stream and Gender on the mean of Aggression is 35.36. This value is significant with the p-value 0.01. Here, on the basis of the obtained results, the null hypothesis (HO7) is rejected and there the significant effect of interaction of Community, Education stream and Gender on the aggression.



SUMMARY & CONCLUSION

It is believed that the research is not complete until it is written as scientific report. The results of research should be useful to normal society or scientific communities for further research. The obtained results will be utilized to get the solutions of the existing questions and problems of normal society or scientific communities. That's why the report writing is very important part of research. The report writing is done by keeping some important features in mind including abstracts, objectives, background of research, materials and methods, results and discussions, conclusions and future prospective of research. This all are the steps of the process through which the authors should have to pass.

Researcher reaches to some meaningful conclusions after the end of the research. These conclusions may be useful for other research or the society. It is very important to write the research article in a way that should easily convey the theme of research to the reader. The aim of the research should be kept in the mind while writing of the article. The aim should be conveyed properly in the writing of research article. The authors should kept the mentality of reader in mind and should write accordingly. They should write according to the level and type of readers.

The aim of present research is to study the insecurity, aggression and personality traits among the college students of hindu and muslim communities. The differences between the aforementioned virtues among them are rationally studied here. Whether they differ in regards with the insecurity, aggression and personality traits or not has been studied by data survey. To achieve this objective, we have chosen various arts and science college students as sample. The rationale sample size is selected for each and every group of factor design. The insecurity, aggression and personality traits between communities were surveyed and analysed statistically. Authorized questionnaires and measurements were applied to get the data from the community group. The numbers obtained from survey is fed to statistical tools. Generally, we have used the 'F-test' to check the real difference between hindu and muslim communities. The mean values and their standard deviation are considered to reach the real conclusions. The following results were concluded after survey and statistical analysis of data.

Results

1. There is the significant difference observed between the mean of aggression among the Hindu and Muslim community students.
2. There is the significant difference observed between the mean of aggression among the Arts and science students.
3. There is the significant difference observed between the mean of aggression among the Boys and Girls community students.
4. Interaction of community and education stream has no significant effect on the Aggression.
5. Interaction of community and Gender has the significant effect on the Aggression.
6. Interaction of Education and Gender has the significant effect on the Aggression.
7. Interaction of Community, Education stream and Gender has the significant effect on the Aggression.

Usefulness of present study

1. In present time, there are so many psychological abnormalities are coming in light among the student especially studying in college. They are found to frequently suffering with the mile psychological abnormalities like stress, adjustment, depression, insecurity and aggression. So, the present study may help the college student by guiding them properly in regards with these abnormalities and also in preventing the occurrence of such types of abnormalities.
2. The youth is influenced by various psychological problems in today's competitive era. Problems like insecurity and aggression suppressed their development. The information of students who are already suffering from these abnormalities may help the student to come up from the aforementioned abnormalities.
3. On the basis of this study, we can compare the degree of insecurity and aggression between the hindu and muslim community students.
4. We can identify the difference between the personality traits among the hindu and muslim community students.

5. On the basis of the conclusion of the present research, Professors of the college can deliver the lecture of the awareness against such type of abnormalities, their causatives and measure to protect us from their attacks.
6. The degree of aggression among the hindu and muslim community, their comparisons and causatives can be revealed from the present study.
7. The real situation of student in college can be addressed by the present research, the personality related difference among various group can be studied.

Limitations of present study

1. The present study is limited to the government and non-government colleges of only Anand and Vallabh Vidyanagar. Therefore, we can't get an idea about the student of other colleges of other territory.
2. The present study is concerning only to Sardar Patel University. Therefore, we can't get an idea about the student of other university.
3. The present study is limited to the Arts and Sciences colleges of Anand and Vallabh Vidyanagar. Therefore, we can't get an idea about the student of other colleges like commerce and engineering.
4. The present study is limited to only hindu and muslim community. Therefore, we can't get an idea about the student of other communities.
5. The present study is limited to the Graduate student only. Therefore, we can't get an idea about the student of post graduate and above level.
6. The present study is limited to the only three psychological disorders like Isecurity, Aggression and Personality traits among students. Therefore, we can't get an idea about the other problem among the students.

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